LING 181 • Introductory Linguistics for Language Revitalization • syllabus

Course: Linguistics 181: Introductory Linguistics for Language Revitalization, with a focus on Nuuchahnulth (1.5 units)
Instructor: ƛiisƛiisaʔ̓ Adam Werle, werle–at–uvic.ca
Teaching Assistant: n̓aasʔałuk John Rampanen, johnnynootka–at–gmail.com
QLS Coordinator: čiiʔiłumqa Anna Masso, annamasso1217–at–gmail.com
UVic Coordinator: Ma’mamu’thi:ye’ Lacey Jones, iedlpa–at–uvic.ca, 250-721-7824
Webpage: web.uvic.ca/~werle/nuk/181
Location: North Island College, Port Alberni, BC
Dates: May 4–6, 25–27, 2018
Times: Fri–Sun 8:30–12:00, 1:00–3:30 (36 class hours)
Sponsors: Quuquuatsa Language Society, UVic Indigenous Education

Description
This course introduces topics in the study of language and linguistics, providing a foundation for understanding language revitalization. Topics include the nature of sound systems and how they relate to orthographies, literacy, word structures and dictionaries, sentence structures and understanding texts, meaning and vocabulary, linguistic aspects of language acquisition and historical change. We will develop understanding of the languages targeted for revitalization and provides an introduction to linguistic concepts and reference materials.

Attendance
This is an intensive course. Every day includes as much as two to four meetings of a normal university course. Therefore, you must be present every day. For every session (morning and afternoon), you will be marked as present, absent, or excused. If you are absent for more than one day, you will not pass the course!

If you know that you will miss class for any reason, you must let the Instructor know, and make arrangements to make up what you miss. Your tribe or organization might also put requirements on your attendance, if they are paying your tuition or travel.

Administration
Adam and John are here to help with any questions you might have about the content of the course. For help with registration and other administrative issues, please see Anna or Lacey. Our contact information is at the beginning of this syllabus.
Coursepack

There is no textbook. There is a coursepack, which includes the following handouts, articles, and excerpts. For more information on these, plus additional sources, please consult the bibliography at our course webpage (web.uvic.ca/~werle/nuk/181).

1. Linguistics 181 syllabus (4pp)
2. IPA 2015. International Phonetic Alphabet chart (1p)
5. Herzog and others 1934. Some orthographic recommendations. (3pp)
7. a selection of modern Nuuchahnulth texts (8pp)

Marks

Course mark. You will receive a course mark out of 100, of which 50% comes from classwork, 30% from a final project, and 20% from your participation. This will be converted into a letter grade according to this scale:

| 90–100 | A+ |
| 80–84  | A- |
| 73–76  | B  |
| 65–69  | C+ |
| 50–59  | D  |

| 85–89  | A  |
| 77–79  | B+ |
| 70–72  | B- |
| 60–64  | C  |
| 0–49   | F  |

Classwork. There will be a written assignment for every day of class, usually consisting of exercises from the handouts. There will be time to work on these in class. Each assignment is marked out of 10. Any assignment can be redone for a higher mark, but you are advised to complete them on time, as it is difficult to catch up.

| 9–10 | 90–100% | excellent skills, understanding, and completion of work |
| 8    | 80%     | satisfactory performance, relative to most students    |
| 7    | 70%     | adequate skills, understanding, and completion of work  |
| 6    | 60%     | minimal skills and understanding worth course credit    |
| 0–5  | 0–50%   | performance inadequate for course credit               |

Final project. The final project is a reading, interlinear transcription, and analysis of a short text (at least 60 words and 12 sentences). If you are interested in doing another project, talk to the Instructor. Projects will be presented during the last two sessions. They will be marked out of 100, according to the same criteria as classwork.

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1 IPA chart: © 2015 International Phonetic Association, available under a Creative Commons Attribution-Sharealike 3.0 Unported License. www.internationalphoneticassociation.org/content/ipa-chart.
2 These texts result from research with elders, or were gathered by local language teams, and have been released for distribution and use by appropriate individuals and tribes. See the texts for more details.
Participation. Participation includes asking and answering questions (in or out of class), offering constructive comments, student teaching (see below), and out-of-class activities like working with elders. Marks are assigned every day, on this scale:

<table>
<thead>
<tr>
<th></th>
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<th>participation demonstrating effective learning</th>
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<tbody>
<tr>
<td>4</td>
<td>100%</td>
<td>membership demonstrating adequate effort at learning</td>
</tr>
<tr>
<td>3</td>
<td>75%</td>
<td>minimal participation worth course credit</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
<td>less than minimal participation</td>
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Marking policies. For more details on the meanings of particular percentages and marks, see web.uvic.ca/calendar2018-05/undergrad/info/regulations/grading.html.

Student teaching. There will be opportunities for students to teach and mentor each other. Such opportunities benefit everyone’s learning, demonstrate excellent participation, and can replace written assignments at the Instructor’s discretion. The topic can be new material, review, or a report on relevant information from outside the course. Please talk to the Instructor if you are interested in teaching or mentoring.

Daily schedule

The twelve sessions of the course are offered over two three-day weekends. Every day includes two three-hour sessions, plus an optional one-hour classwork session.

Morning session (9:00–12:00) | Afternoon session (1:00–5:00)
---|---
• greeting, prayer, warmup (10 min) | • greeting, warmup (10 min)
• lecture or circle (60 min) | • lecture or circle (60 min)
• discussion (20 min) | • discussion (20 min)
• break (15 min) | • break (15 min)
• lecture (45 min) | • lecture (45 min)
• discussion (30 min) | • discussion (30 min)
• lunch | • classwork (60 min)

Faculty of Education Equity Statement

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.
Schedule

<table>
<thead>
<tr>
<th>sučačił • Friday 5/4</th>
<th>n̓upučił • Saturday 5/5</th>
<th>?aƛpučił • Sunday 5/6</th>
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<tbody>
<tr>
<td><strong>morning</strong></td>
<td><strong>morning</strong></td>
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| * H1. What is linguistics?  
  * H2. A history of linguistics  
  * assignment 1: exs. | * H5. Vowels  
  * H6. Consonants  
  * H10. Interlinear analysis  
  * assignment 5: exs. |
| **afternoon**       | **afternoon**          | **afternoon**        |
| * H3. Language families of BC  
  * H4. Language learning  
  * assignment 2: exs. | * H7. Alphabets  
  * H8. Phonemes  
  * Sapir 1933 (1949), Herzog 1934  
  * assignment 4: exs. | * Analysis of texts  
  * Sapir 1924, modern texts  
  * assignment 6: exs. |

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<thead>
<tr>
<th>sučačił • Friday 5/25</th>
<th>n̓upučił • Saturday 5/26</th>
<th>?aƛpučił • Sunday 5/27</th>
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</thead>
<tbody>
<tr>
<td><strong>morning</strong></td>
<td><strong>morning</strong></td>
<td><strong>morning</strong></td>
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</table>
| * Review of sessions 1–6  
  * H11. Sentence structure (§6)  
  * assignment 7: exs. | * Sound changes (§17–§22)  
  * Mood (§10)  
  * assignment 9: exs. | * Final project presentations |
| **afternoon**         | **afternoon**            | **afternoon**          |
| * H12. Aspect, tense, and mood  
  * §7–§10  
  * assignment 8: exs. | * work on final projects | * Final project presentations  
  * Evaluations, feedback |

*H1* and so on refer to handouts. Exercises are from the handouts. Sections (§) refer to sections of the grammar reference.